

Image Building and Self Esteem Lesson Plan

Time Required: 3 hours

Workshop Objectives:

This workshop will prepare participants to:

1. Identify the components of a positive self-image.
2. Identify current image strengths and areas of possible improvement.
3. Set image building goals.
4. Apply techniques to develop greater self-esteem.

Resources Needed:

Materials:

Handouts

What is a Positive Image?
Qualities of a Healthy Self-Image
Identifying Your Strengths
Non-verbal Image
Creating the Right Image
Case Study and Related Questions

Video

The Power To Change with Les Brown
J W A Video & TeleVideo Ltd.
Chicago, IL 60607
(800) 327-5110

Equipment:

Overhead projector
Overhead transparencies of handouts
Flip chart
Markers
VCR and monitor
Name tents

I. Welcome and Introductions

- A. Presenter(s)
Introduce yourself, giving details about your current position and any past experience that relates to this workshop. Welcome the participants to the workshop.
- B. Participants
Ask participants to introduce themselves, stating their name, what they do, and their expectations for the workshop. Record expectations on flip chart.

II. Workshop Objectives

- A. Display objectives on flip chart or with overheads
Review workshop objectives and discuss how they relate to the expectations expressed by the participants.

III. Overview of Self-Image Concepts

- A. Definition of Self-Image
Participants break into small groups. Use the handout “What is a Positive Image?” Ask each group to write and then share their answers to questions #1 and #2. Encourage small group discussion of #3 and #4 about aspects of a positive image, giving examples. Ask participants to discuss ways in which they can improve their image (question #5). Save these suggestions on a flip chart in order to “revisit” them at the end of the workshop.
- B. Qualities of a Healthy Self-Image
Show handout on overhead and explain the meaning and importance of each factor:

Self-Confidence - an Attitude of:

- 1. Certainty
Belief in your ability to learn and do the job. Positive attitude towards self and others. Sincerity and trust in others. People who believe in themselves have no need to fear supervisors or see competition in coworkers.
- 2. Expertise
Have or are capable of learning skills necessary for the job. Willing to ask

questions and paraphrase answers to assure understanding. Expertise does not mean knowing it all; it means approaching the job with the intention of learning.

3. Responsibility

Responsibility starts with an alert, serious, and cooperative presence. It is demonstrated by being on time, well-groomed and appropriately dressed.

4. Motivation

Motivation comes from within, from setting goals and having dreams, and from having confidence in yourself. Later we'll see a videotape of Les Brown that will say more about motivation and its importance in making your dreams come true.

C. Internal Image

Use "Identifying Your Strengths" handout. Ask participants to circle those attributes which they possess. After a few minutes, ask them to share their top three strengths. Ask how many times others have remarked that they see those strengths in you.

1. Additional points to make:

- Identify your strengths.
- Know yourself. Become familiar with your strengths and weaknesses, skills, abilities, and interests.
- Get input from friends/relatives. What do they admire most about you?
- Make a list of past accomplishments and successes.
- Maintain a positive mental attitude.
- Avoid making negative statements to yourself.
- Listen to motivational speakers; read stories about successful people who made positive contributions to humanity.
- Accept that **You** are an important person. Use positive affirmations daily (I am smart. I deserve the best that life has to offer.).

D. External Image

1. Non-verbal behavior

Discuss the importance of non-verbal behavior. Demonstrate the effects, for example, of avoiding eye contact, sitting with arms crossed, or slouching. Ask participants for other examples of non-verbal behavior which they have witnessed, and how they have been affected by it.

Exercise:

Hand out cards or pieces of paper, each with an emotion written on it (angry, happy, sad, furious, etc.) Tell participants not to show their card to anyone, but to act out the emotion indicated and see if the rest of the group can identify what you are feeling. Give everyone a chance to demonstrate their feeling. Debrief by asking how they felt about the experience and what they learned from it.

Use “Non-verbal Image” handout. Participants jot down their answers. Ask for volunteers to share some of their thoughts about themselves.

2. Outward Appearance

Points to make:

- Always look your best. Dressing up on the outside helps us to feel good on the inside.
- Outward appearance affects self-image and performance.
- Project your best qualities. Smile and be positive.
- Distribute the “Creating the Right Image” handout. Discuss the importance of the individual items on the list.

3. Building Relationships

Points to make:

- Make contacts and build workplace relationships.
- Associate with positive people.
- Understand and accept responsibility, recognizing that you always have a choice.

IV. Case Study

Group breaks into three or four sub-groups, depending on number in class. *Distribute “A positive Image” Case Study.* After reading the case study material, sub-groups spend 15-20 minutes discussing the questions related to the case study. A member of each sub-group reports results of discussion to larger group, and some large group discussion takes place. Facilitator uses flip chart to summarize.

V. Self-Esteem

- A. Show video, “The Power To Change” with Les Brown

VI. Question and Answer Period

- A. Ask the group the following questions and encourage discussion:
1. What steps will you take to portray a positive image? (Refer back to flip chart on how to improve self-image.)
 2. How is a positive image related to on-the-job success?
 3. Remember that you are the person who must feel comfortable with the image you project.
 4. What steps can you take to develop self-esteem?

What is a Positive Image?

In your group, answer the following questions about image.

1. Write a definition of image.

Image is:

2. Do you know anyone who has a negative image? What is that person like? Describe him or her. From your discussion, list some of the characteristics of a negative image.

A negative image is:

3. Do you know anyone who has a positive image? What is that person like? Describe him or her. From your discussion, list some of the characteristics of a positive image.

A positive image is:

What is a Positive Image? - continued

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4. If you project a negative image, do you think that will effect your future? If yes, how? If no, why not?
5. List five ways you can improve your image.

Qualities of a Healthy Self-Image

SELF CONFIDENCE - AN ATTITUDE OF

CERTAINTY

EXPERTISE

RESPONSIBILITY

MOTIVATION

IDENTIFYING YOUR STRENGTHS

ACADEMIC	DOMINANT	METICULOUS	SERIOUS
ACCURATE	EAGER	MILD	SENSITIVE
ACTIVE	EASYGOING	MODERATE	SHARP-WITTED
ADVENTUROUS	EMOTIONAL	OBLIGING	SOCIABLE
AFFECTIONATE	ENERGETIC	OPPORTUNISTIC	SPONTANEOUS
AGGRESSIVE	FAIR-MINDED	OPTIMISTIC	SPUNKY
ALERT	FARSIGHTED	ORGANIZED	STABLE
AMBITIOUS	FIRM	ORIGINAL	STEADY
ARTISTIC	FLEXIBLE	OUTGOING	STRONG
ATTRACTIVE	FORCEFUL	PAINSTAKING	STRONG-MINDED
BOLD	FRANK	PATIENT	SYMPATHETIC
BROAD-MINDED	FRIENDLY	PEACEFUL	TACTFUL
BUSINESSLIKE	GENEROUS	PERSEVERING	TEACHABLE
CALM	GENTLE	PLEASANT	TENACIOUS
CAPABLE	GOOD-NATURED	POISED	THOROUGH
CAREFUL	HEALTHY	POLITE	THOUGHTFUL
CAUTIOUS	HELPFUL	PRACTICAL	TOLERANT
CHARMING	HONEST	PRECISE	TOUGH
CHEERFUL	HUMOROUS	PROGRESSIVE	TRUSTING
CLEAR-THINKING	IDEALISTIC	PRUDENT	TRUSTWORTHY
CLEVER	IMAGINATIVE	PURPOSEFUL	UNAFFECTED
COMPETENT	INDEPENDENT	QUICK	UNASSUMING
COMPETITIVE	INDIVIDUALISTIC	QUIET	UNDERSTANDING
CONFIDENT	INDUSTRIOUS	RATIONAL	UNEXCITABLE
CONSCIENTIOUS	INFORMAL	REALISTIC	UNINHIBITED
CONSERVATIVE	INTELLECTUAL	REFLECTIVE	VERBAL
CONSIDERATE	INVENTIVE	RELAXED	VERSATILE
COOL	KIND	RESERVED	WARM
COURAGEOUS	LEISURELY	RESOURCEFUL	WHOLESOME
CURIOUS	LIGHT-HEARTED	RESPONSIBLE	WISE
DARING	LIKABLE	RETIRING	WITTY
DELIBERATE	LOGICAL	ROBUST	ZANY
DETERMINED	LOYAL	SELF-CONFIDENT	
DIGNIFIED	MATURE	SELF-	
DISCREET	METHODICAL	CONTROLLED	
		SENSIBLE	

NONVERBAL IMAGE

Makers and Breakers

Your physical image communicates messages. The images can be positive or negative. Take a few minutes, and answer the following questions:

1. What visual messages do I communicate?

2. How do I come across to others?

Creating the Right Image

“You never get a second chance to make a first impression” is a familiar and true statement. Here are some suggestions for being sure that your first impression creates the right image.

- Look at yourself in a full-length mirror.
- Choose clothes appropriate to your job... Observe how coworkers dress.
- Keep your clothes clean and pressed.
- Ask someone you admire to critique your appearance.
- Keep your body, hair and nails well-groomed at all times.
- Use perfume and cologne sparingly.
- Keep your shoes polished and in good condition.

Case Study

A Positive Image

A positive image is more important than you may realize. If you radiate a positive image, people will respond more positively to you. Let's look at the case of Robert, for example.

Robert worked at the Department of Labor as an office automation clerk. It was a good opportunity for him since his supervisor, Bud, wanted his employees to learn as much as they could so that they could advance. Bud encouraged Robert to take training courses to increase his knowledge, to learn new tasks in the office, and to make decisions. Robert wanted to move ahead and he was excited he got the job.

However, Robert did not take advantage of his situation. At the Department of Labor, there is no dress code, so Robert usually wore jeans that were sometimes torn and wrinkled. He also wore tennis shoes and tee shirts everyday with his jeans. If he didn't feel like it, he would not shave and if he was running late, he didn't even comb his hair. Bud thought Robert was sloppy, but did not say anything to him about it.

Robert thought that training was a waste of time. After all, why did he need to take classes in subjects that he didn't use on his job? When his supervisor mentioned courses, Robert would mumble some response and later make up some excuse for not attending. Bud suggested that he take English grammar courses, but Robert felt that even though his grammar was not proper and he sometimes spoke in slang, the way he spoke was not important to get ahead in life.

Robert did his job very well, but he did not take any initiative to complete tasks that were not in his job description. If he finished all of the work that was assigned to him, he would talk on the telephone with his girlfriend, or visit with some of his friends in their offices. Sometimes, Robert would even interrupt his co-workers to hold personal conversations.

Bud held weekly staff meetings in which he asked his staff for their input on many of the decisions he had to make. Robert did not feel he had much to add, so he usually kept quiet during the meetings.

Promotion after promotion came and went, but Robert was not chosen. He felt he had done his job well and deserved a promotion. He told this to Bud on several occasions but Bud told Robert that while his work was good, he did not project the professional image needed for the positions. Robert became frustrated and quit his job.

Case Study - Exercise

A Positive Image

In your group, answer the following questions about Robert and the image he projected.

1. What kind of image did Robert project? What did he do to project that image?
2. What do you think Bud thought of Robert? Why?
3. Why didn't Robert get a promotion? What could he have done to get a promotion?